

1975

A study of six hearing-impaired children who have been successfully mainstreamed

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EMTOM'S
CORRASABLE

A Study of Six Hearing Impaired Children
Who Have Been Successfully Mainstreamed

EMTOM'S CORRASABLE

Janet Well
Independent Study Project
Advisor-Dr. Helen S. Lane
1974-1975

LIBRARY
CENTRAL INSTITUTE FOR THE DEAF

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Chapter I Introduction

My primary concern in the field of education of the deaf is to help deaf or hard-of-hearing individuals become a part of the hearing world and equip them with what they will need, psychologically, academically and socially. I believe in the goal of assimilation into the environment of their community for most hearing impaired persons. It is in that spirit that I began my study.

By studying children who have "made it" into the mainstream of the hearing world I feel I can establish criteria for my role as a teacher and expectations for the optimum environment for the child. I want to see if there are factors that have enhanced these hearing impaired children's communication skills and adaptive behavior, and if so how they can be applied for the benefit of all deaf children. I am not so naive as to overlook individual differences or to believe that similar backgrounds will be ultimately beneficial to every child, but I hope that personal experiences can give me a better understanding of the nature of integration and the possible elements of the environmental and educational program preceeding it.

It was important for me to remain objective throughout my discussions with the parents, teachers and peers of the six children I studied and not accept what they said as absolutes for the success of all children.

Chapter II Procedure

Subjects

Six hearing impaired children who received their special education preceeding integration in the Marin County, California Public Schools were chosen for this study. The children have all been successfully "mainstreamed." They represent a range in age (8-18 years), in amount of residual hearing, and great individual differences in family background, personality and interests.

Written permission for release of information from the subject's files was obtained from the parents. A verbal agreement was made with school officials to maintain discretion in the treatment of the data reported.

Information was compiled by:

1. Examining academic records
2. Parent interviews to discuss background, early training, academic and social adjustments. (see Appendix)
3. Interviews with some teachers to discuss classroom problems, reactions of classmates and adjustments teachers made. (see Appendix)
4. Questionnaires to teachers unavailable for interview. Many of them had left for summer vacation. (see Appendix)
5. Listening to tapes of conferences between the itinerant teacher and parents.
6. Interviews with the vice-principal of the junior high school that two subjects attended and with one of the itinerant teachers.
7. Study of audiograms

Chapter III Descriptive Summary of Each Subject

C.M.

A. Personal Data

Date of Birth-July 19, 1965

Onset of hearing loss-congenital (deaf/blind)

Cause-maternal rubella

Parent figures at home-mother, parents are divorced

Siblings-one sister, five years younger

Education of parents-mother B.A. Music Therapy

M.A. Clinical Psychology

father-B.S.

Parent's occupation- mother-clinical psychologist at a state mental hospital

father-owns a construction company

Family auditory problems-none

Language spoken in home-English

B. Early Education

-27 months old-San Francisco Hearing and Speech Center. Began to wear two hearing aids. Reported to Center two times a week.

-3 years old-Marin County program for rubella children

-Mother used John Tracy Clinic Correspondence Course, but it was modified for C.M.'s special needs. Mother used behavior modification to condition C.M. for listening tasks. Work on motor ~~activities~~ perceptual activities and physical therapy.

-4 years old-self contained class for deaf in Marin County program.

C. Integration

-5 years old-Kindergarten in a Catholic parochial school. The class was structured and quite regimented. C.M. received special help in the afternoons in listening skills, speech and academic preparation for the first grade from an itinerant teacher provided by the county.

-Present program-9 years old in fourth grade at the same Catholic school. Receiving daily help from an itinerant teacher supplied by the county.

D.

AUDIOGRAM OF C.M. DATE 5-30 19 74 NO.

UNMASKED MASKED
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 BONE LEFT ▢

AUDIOMETER

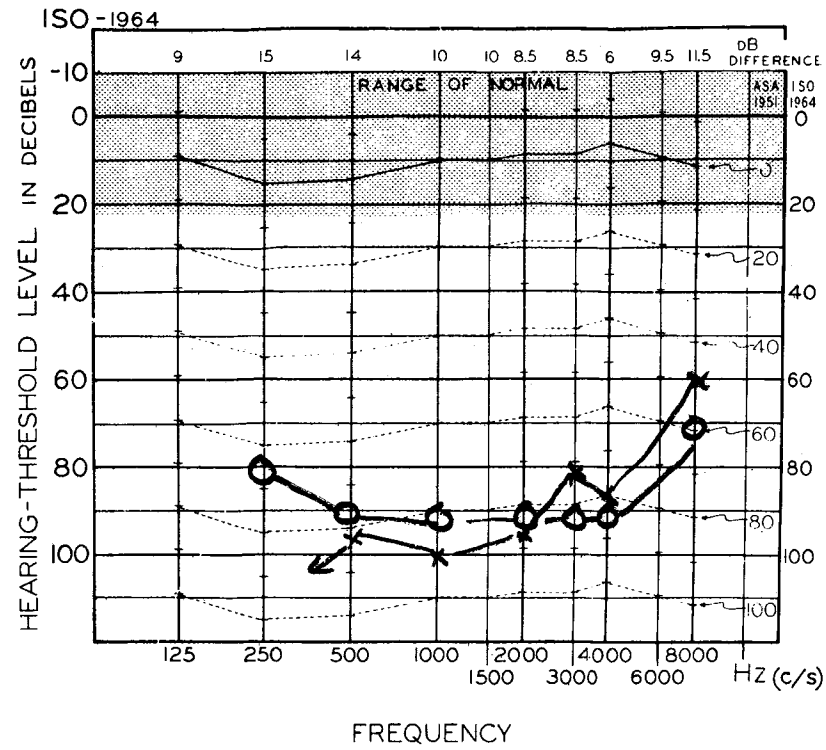
CALIBRATION

ISO - 1964 ☐
 ASA - 1951 ☐

ROOM NO.

TESTED BY:

RESPONSE:



Right ear-Severely hearing impaired
 flat audiogram
 Left ear-Profoundly deaf
 rising audiogram

E. Interview with Mother

Because Mother is a clinical psychologist she has played a vital role in C.M.'s development and adjustment. In her first three years, C.M. displayed some strange behavior patterns like rocking and fixating. From the beginning there was a lot of meaningful, appropriate visual and auditory input at home. She was exposed to many things. At about one year Mother had many playmates in for C.M., but she seemed oblivious to them. As language developed, C.M. became much more receptive to her environment and the people in it until she reached a point where she has become a charming child with a marvelous personality and sense of humor. She has many good friends and a fine relationship with her younger sister.

The basis for C.M.'s integration was her high language level. She was a "sponge" and could absorb anything. She was probably the most confused child in the class, but she had a good attention span. At age five she had surpassed everyone in the self-contained class academically. The parochial school she was enrolled in was good, because it was structured and regimented. At that point forced integration was necessary. C.M. had early anxieties including the fear of making mistakes. Teachers and classmates were a big help. Each child related differently to C.M. depending on their background. Sometimes when C.M. doesn't understand a situation she becomes aggressive toward the other children, but the children seem to understand her needs.

C.M. does very well academically and the reinforcement she gets from her good work has been a fine motivator. C.M. retains almost everything she is exposed to which is a marvelous attribute, but sometimes can be rather confusing for her, because she has a difficult time categorizing all the information.

F. Interview with Teacher

C.M. is operating at grade level. She is an average student in a superior program. Her good thinking skills and a terrific sense of humor have given her a security with her teachers and classmates and have always made her feel comfortable in the school setting. Her visual handicap has created some problems however, in that she isn't always chosen to be on competitive teams. She must realize that because of her visual problems her motor skills suffer due to poor balance and inability to see some of what she should be doing and therefore she can't keep up with the others.

C.M. is an open, honest child so her entrance into a class full of hearing children wasn't a difficult transition. She attracted other children to her because of her warmth and outgoing personality. Her only academic problem has been with math computation, but extra help has brought her up to grade level. She has an immense vocabulary and uses it to her advantage in conversation and creative writing. The school offers extracurricular activities that help to expand C.M.'s awareness of her environment. She takes French, ballet, dramatics and plays in rhythm band. The children take trips to concerts, plays and other cultural events. She enjoys all of these and they have seemed to make a great impression in her interaction with her peers.

THE ABOVE REPORT IS UNCLASSIFIED

A.R.

A. Personal Data

Date of Birth-April 18, 1956

Onset of hearing loss-congenital

Cause-Mother had a full term pregnancy, but A.R. weighed only four pounds and was put in an incubator. Early indications of a hearing loss, but doctors said that testing A.R. wouldn't show accurate results. At 13 months A.R. was taken to the San Francisco Hearing and Speech Center where a severe loss was discovered.

Parents were told to return for training in six months.

Parent figures at home-mother, parents are divorced

Siblings-one brother, three years older

Education of parents-mother-B.S. Sociology

M.A. Library Science

father-two years of college

Parent's occupation-mother-medical librarian

father-printer

Family auditory problems-none

Language spoken in home-English

B. Early Education

-18 months-San Francisco Hearing and Speech Center, nursery school program

-Received hearing aids at 15 months

-3 years old-Mother and A.R. went to John Tracy Clinic for a six week summer course.

-10 years old-special class in Marin County program

-10 years old-Central Institute for the Deaf

C. Integration

- 11-14 years old-Special class in a public junior high school. Integrated into a few regular classes
- 14 years old-Special education program in neighborhood public high school
- 16 years old-Full integration in Catholic parochial school at tenth grade level
- Present program-18 years old-Twelfth grade in Catholic parochial school with itinerant help supplied by the county in speech, language and academics.

D.

AUDIOGRAM OF A.R. DATE 5-24 1972 NO. _____

UNMASKED MASKED

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 BONE LEFT □

AUDIOMETER

CALIBRATION

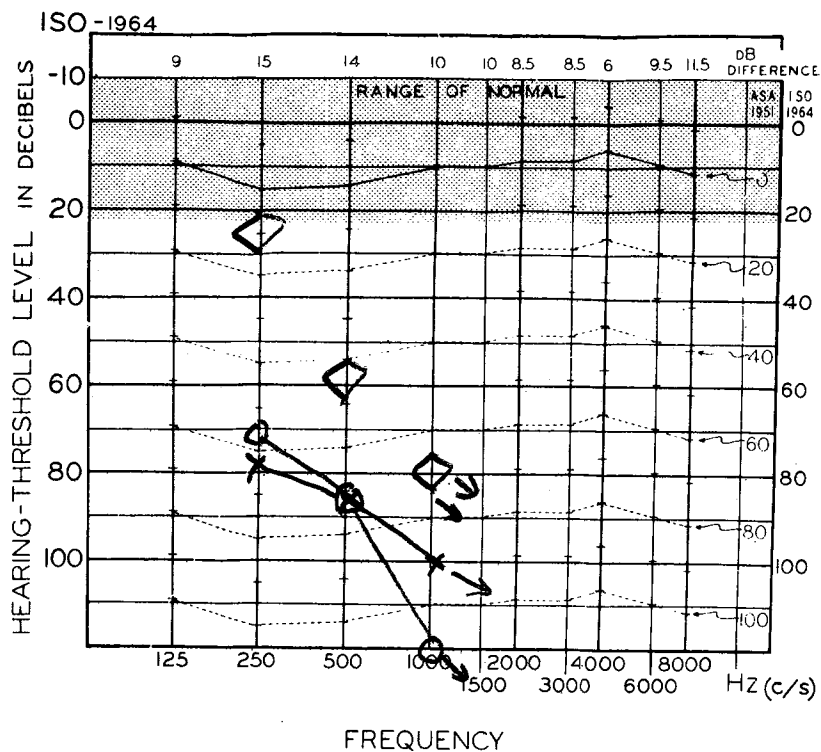
ISO - 1964 ☐
 ASA - 1951 ☐

ROOM NO. _____

TESTED BY: _____

RESPONSE:

> right ear bone
 < left ear bone



Profoundly deaf
 Sloping audiogram

E. Interview with Mother

A.R. seemed to understand from an early age that she had to talk in order to communicate. Mother believed that her child could make it, so she instilled that goal in A.R. She did well through the first years, but Mother thinks she reached a plateau in her year at Central Institute for the Deaf and commented that a special school with a lack of normal school competition may make the transition to a regular school difficult.

A.R. has always wanted to be like everyone else and has sometimes overcompensated. Her warmth and effervescence as a child began to give way to introversion and solitude. When she reached high school (special class in a public high school) she wasn't making much progress. Her mother felt that supportive services were poor and A.R. had lots of emotional problems. She was moved from one parent to another.

Mother spent two years looking for solutions but found nothing. Finally she asked A.R., "What would you like to do?" A.R. felt left out and Mother thought that perhaps that stemmed from language gaps.

Upon the recommendation of a teacher of the hearing impaired A.R. began to attend a parochial school where she experienced much success. She was forced to think, but given a lot of help. She was on the Honor Roll. She had difficulty with math, but a tutor helped to pull her up to grade level. She felt challenged by her courses. She is convinced that she wants to go to college and be a counselor for the deaf.

Unfortunately, A.R. has socialization problems. Her mother reported that her own academic endeavors and those of her son take precedence over personal interaction. This feeling has been passed on to A.R. She needs to be more outgoing and pursue people. She is an avid reader and loves to read, but shies away from prospective friends. Mother thinks that all those years of commuting to a special school out of the neighborhood may be an important factor. A.R. has retained some deaf friends, but feels limited in that world. She waits for others to ask her to do something, but won't initiate much.

A.R. is a very perceptive girl, but she tends to stand back and observe. She has spent time volunteering as an aide at a hospital and a recycling center which have seemed to help her develop skills, friends and some amount of self-confidence.

F. Interview with Teacher

A.R. was in a self-contained class in a regular junior high school and her teacher was a good liaison with the teachers of the classes in which she was integrated: art, P.E. and home economics. He explained things to her and made sure she understood assignments. But when she went to high school she didn't have that special help and the experience was a disaster.

When she moved to the parochial school where she is presently enrolled she had to go back one academic year, but that didn't seem to bother her. Her first year she did a good job academically and accepted help willingly, but last year she wanted to do it all on her own. As a result she didn't follow through with assignments because she didn't understand them. She failed one class thinking she could take it again. She has goals but doesn't seem to have a realistic attitude about how she will reach them. She is a voracious reader, has a high language level and good speech which should be highly beneficial factors in her moves toward mainstreaming.

A.R. has made no attempts to seek friends or companions. She is a loner because she is unsure of herself and doesn't know how to present herself. She doesn't know how to be gracious or make people feel comfortable in a social situation.

K.R.

A. Personal Data

Date of Birth-December 12, 1962

Onset of Hearing Loss -unsure, discovered at nine months

Cause-various possibilities

1.hereditary-older sister is deaf (three other siblings
have normal hearing)

2.otitis media at one year

Parent figures at home-mother and father

Siblings-four older children

Education of parents- mother-college

nursing school

father- B.S.

law degree

Parent's occupation-mother sometimes works as a nurse

father is a lawyer

Family auditory problems-one sister, three years older

is profoundly hearing impaired

Language spoken in home-English

B. Early Education

-9 months old-San Francisco Hearing and Speech Center, received
first hearing aid

-Mother had knowledge of problem from work with older sister,
but took a refresher course at the Hearing and Speech Center

-John Tracy Clinic Home Correspondence Course

- Used pictures and resources at home that were used in older sister's training.
- 3-6 years old-self-contained class for deaf in Marin County program

C. Integration

- 5 years-6 months-afternoon kindergarten class in neighborhood school, morning spent in special class
- 6 years old-full intergration in first grade
- Daily speech work in first and second grades
- Itinerant teacher from county schools in grades one-four.
Help in language, speech and academics
- 12 years old-presently enrolled in sixth grade in neighborhood school

D.

 AUDIOGRAM OF K.R. DATE 1-19 19 70 NO.

UNMASKED MASKED

O AIR RIGHT Δ

X AIR LEFT ▽

BONE RIGHT □

BONE LEFT □

AUDIOMETER

CALIBRATION

 ISO - 1964 ☐

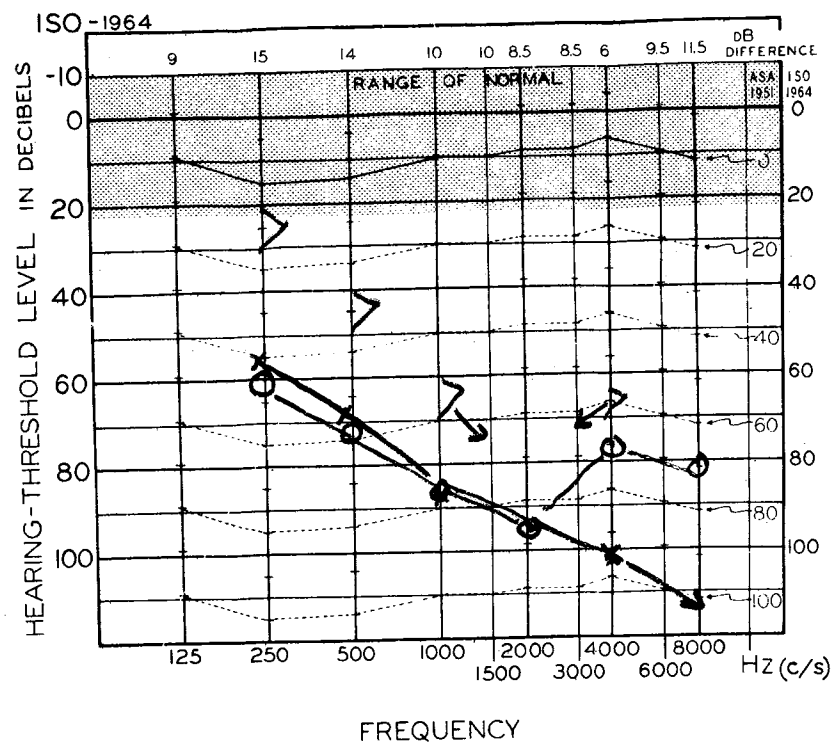
 ASA - 1951 ☐

 ROOM NO.

 TESTED BY:

RESPONSE:

> right ear bone



Severely hearing impaired

Right ear-sloping audiogram

Left ear-sloping audiogram

B. Interview with Mother

K.R. is the youngest of five children. The third child is profoundly hearing impaired and the knowledge and insights the family gained from P.R. paved the way for K.R.'s training. Although she is a conscientious child, she is somewhat shy and reticent and this has kept her from reaching her full potential socially. With three teenagers in the family there are always a lot of people around the house and K.R. gets along very well with them.

In the past she has seemed unsure of herself; she liked to stay home and didn't make a point of going out to look for friends. As she has become involved in numerous extra-curricular activities she has begun to build self confidence. She takes piano lessons and plays the clarinet in the school band. She is a Brownie, is in gymnastics, on a swim team and is involved in church activities. She is a joiner and likes organized activities.

Mother said that K.R. does well academically though in the past she has been hesitant about volunteering in or speaking out in class. She is just beginning to tell the teacher that she doesn't understand some things. She has lots of pride and wouldn't use the Phonic Ear in the classroom. She is uncomfortable about leaving for special help with the itinerant teacher. She needs to be prodded to read, but with special help her vocabulary is more than adequate.

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CORRESPONDENCE
SOUND
RECEIVED
JAN 10 1964
COMMUNICATIONS SECTION

F. Interview with Teacher

K.R. presented no special problems in class except for occasional dictation assignments and films. She was shy about speaking in front of the class, but so were others and when she saw that she took her turn with no difficulty. Most of the time the teacher wasn't conscious of K.R.'s disability, because she coped so well.

Academically, K.R. is at least average overall. She is average in math and has progressed in reading and writing to above average. She has excellent handwriting and spelling and is average in analysis, references and essay type questions. She is developing her creative writing ability.

At first K.R. only interacted with one or two girls, but that increased as the year progressed and she felt more comfortable with the teacher and the other class members. Toward the end of the year she could even tease a little.

P.N.

A. Personal Data

Date of Birth-April 24, 1961.

Onset of hearing loss-congenital

Cause-unknown, first hearing test when three years old,
progressive loss that has stabilized

Parent figures at home-mother and father

Siblings-one brother, two years older

Education of parents-mother-highschool in Hungary

father-finished university in Hungary

Parent's occupation-mother-has worked as a land surveyor

father-civil engineer

Family Auditory problems-none

Language spoken in home-parent's spoke Hungarian during

P.N.'s first two years, but learned English and

speak English now, though they have foreign accents

B. Early Education

-3-6 years old-self-contained class in Marin County program

C. Integration

-7 years old-part time integration, afternoons in regular
second grade class for spelling and recreational activities

-8years old-full time in third grade, daily speech therapy

-Fourth-eighth grade-itinerant teacher supplied by the county,
special help in speech, language and academic subjects

-13 years old-presently enrolled in eighth grade in neighbor-
hood junior high school

D.

 AUDIOGRAM OF P.N. DATE 9-17 19 73 NO.
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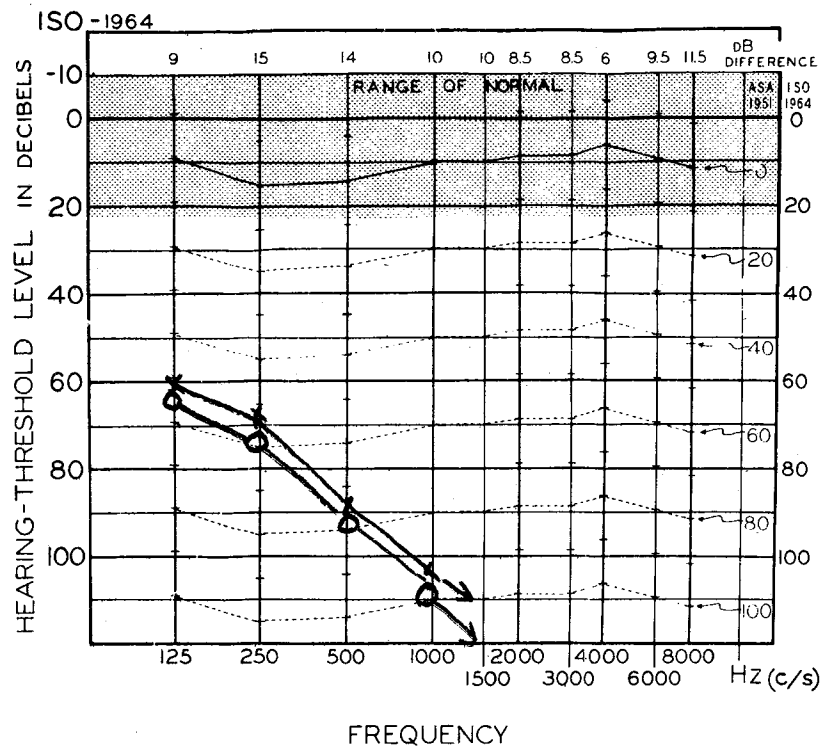
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 X AIR LEFT ▽
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 BONE LEFT □

AUDIOMETER
CALIBRATION

ISO - 1964 ☐
 ASA - 1951 ☐

 ROOM NO.

 TESTED BY:

 RESPONSE:


Profoundly deaf
 Sloping audiogram

E. Interview with Mother

P.N. has an older brother and as brothers will do they fight a lot but always make up. His brother has always been a real help. P.N. is good in sports; he joins teams after school and goes to a neighborhood gym to meet friends and play. He has jobs around the house, but takes little responsibility. He takes advantage of people and lets them do things for him. But now he has a paper route and has taken full responsibility for it.

P.N.'s parents always spoke Hungarian at home, but when they learned of his special needs they learned English and made a concerted effort to speak it at home. As P.N.'s language developed they spoke some Hungarian which he has picked up. His parents made the integration decision. They felt that if he didn't make it he could always return to the special class, but that he needed the competition of the hearing world.

P.N. doesn't like to read, but he is interested in math and has always scored high in that subject on tests. He likes mechanical drawing and talks about being a civil engineer. He has difficulty in language, social studies and writing reports. P.N. will speak up in class. He realizes that he'll fall behind if he doesn't ask for help.

F. Interview with Teacher

P.N. is a well-adjusted child in spite of an over-reactive mother. He is mature and treated as though he doesn't have a hearing loss. Achievement wise, he has improved and is approaching grade level in most subjects since he's been in junior high.

P.N. should work on being independent. He should be responsible for asking questions and for preferential seating. At present he is having little difficulty with his school work, and has made the honor roll.

P.N. has lots of friends and is well thought of among his peers. He seems to have a good attitude about himself. He joins in activities and shows leadership qualities among his friends.

Academically, P.N. may have some difficulties. He doesn't read enough which limits his language ability. He has good speech, syntax and grammar, though he needs to increase his vocabulary, reading competence and comprehension. He also needs work on his listening skills.

P.N. has no social problems. He is aggressive and sought after by the other children. His athletic ability and winning personality make him a favorite of many of them. He is competitive and has a fierce desire to learn.

M.W.

A. Personal Data

Date of Birth-October 8, 1961

Onset of hearing loss-congenital

Cause-premature, blue baby (oxygen deprivation), loss not noticed until four years old

Parent figures at home-mother and father, mother's parents

Siblings-3 younger children

Education of parents-mother-B.S. Music

General Education credential

father-B.S. Biostats

D.D.S. Dental School

Parent's occupation-mother-has worked as a teacher

father-dentist

Family auditory problems-none

Language spoken in home-English, but grandparents speak Chinese

B. Early Education

- 4 years old-special class in Marin County program
- nursery program at Jewish Community Center

C. Integration

- 5 years old-special class in morning, regular kindergarten in neighborhood school in afternoon
- 6 years old-first grade in neighborhood school for one hour of reading each day
- 7 years old-full integration in second grade, no special help at school, but mother is a teacher and gave M.W. a lot of help at home
- 13 years old-presently enrolled in eighth grade in neighborhood junior high school with help from itinerant teacher supplied by the county.

D.

AUDIOGRAM OF M.W.DATE 5-18 19 73 NO.

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 BONE LEFT ▢

AUDIOMETER

CALIBRATION

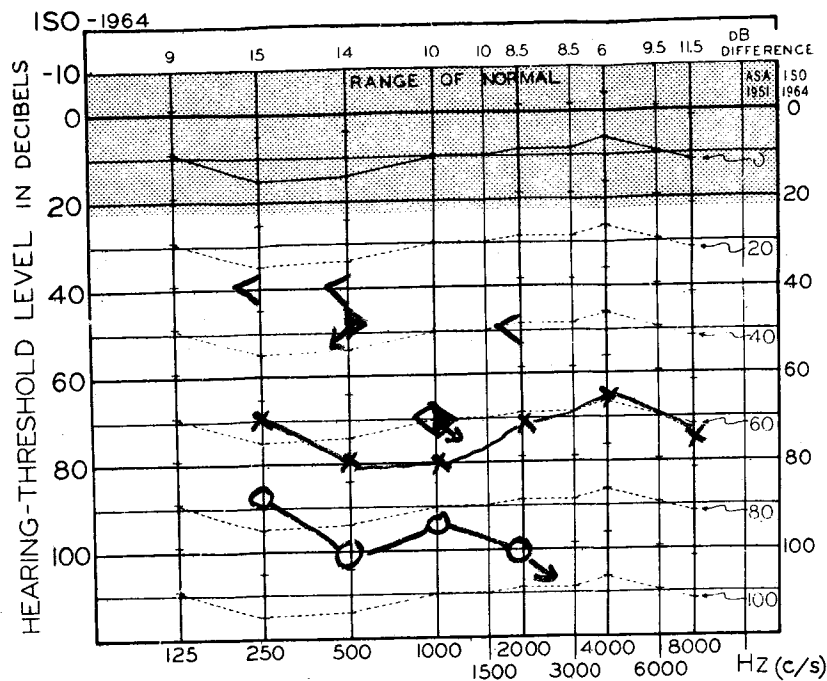
ISO - 1964 ☐
 ASA - 1951 ☐

ROOM NO. TESTED BY:

RESPONSE:

◁ left ear bone

▶ right ear with masking in left



Severely hearing impaired
 Flat loss

E. Interview with Mother

M.W. is the oldest of four children. He was always anxious to learn and his parents supplied him with many early learning experiences (pictures, reading, writing). He is physically small and moves slowly. He was diagnosed as having minimal cerebral palsy and had one year of physical therapy because he could benefit from basic motor skill practice. He plays tennis, rides his bike, plays softball and swims. Because he is small he can't participate as completely as he would like in sports activities, so he gets pleasure in encouraging others as they play. He is involved in the church and enjoys Sunday school. He has a good relationship with the minister and receives a lot of support from him.

M.W. has difficulty in establishing good relationships with peers. He functions as a child much younger than his thirteen years. He has a violent temper at home and becomes quite bossy at school. His friendships are superficial. He plays with other youngsters, but he has no meaningful relationships with any of them. M.W. teases other children a lot as an attention getting device, although he doesn't hit them or become physically aggressive.

M.W. is doing well in school, but any problem he has occasionally might be attributed to the fact that he had no early itinerant teacher. His regular classroom teacher didn't know what to expect. In class he tunes out a lot, but because he reads so much he can pick up a lot of details. He functions well, but sometimes seems to conveniently "forget" things. M.W.'s only real difficulty in school is with films and film strips, lectures and discussions, but his reading ability and interest seem to pull him through. He is aggressive in some classes depending on the subject and the teacher's response to him. He has trouble with academics when it comes to abstractions and logic. He had a hard time with math in the first few years, but maturation seems to have taken care of that. He was taken out of class and given an independent study project in the library where the atmosphere was quiet and he enjoyed working with books; stacking and filing.

M.W. says that he would like to be a baseball player, but his mother thinks that he may follow through with some kind of library work.

RECORDS

CONFERENCE

BOARD

MEMBERS

OTHER CONTENT

F. Interview with Vice-Principal

M.W. is immature and defensive. He is paranoid about others due to his past experiences with them. He overreacts to them and pushes them as far as he can. The school was initially sympathetic to him in these touchy situations, but after observing him they found that he was causing most of the problems. The vice-principal believes that adults have overprotected him and solved his problems for him. Because junior high is so competitive, M.W. must learn to face reality.

M.W. tries to force friendships, but he gets obnoxious and the children get mad at him. He has difficulty in a non-structured situation. In the schoolyard he is "game" for everyone.

The school official felt that M.W. uses several forms of escape; books and overidentification with adults. He thinks that he just needs to relax and become more comfortable with himself.

He saw no problems academically.

Interview with Itinerant Teacher

She feels that M.W. has no academic problems. He has a fine mind, is inquisitive and is a good student. He needs to learn how to organize his time. He needs to remember when his assignments are due and to have them completed and handed in on time.

R.R.

A. Personal Data

Date of Birth-January 2, 1966

Onset of hearing loss-unknown, R.R. was adopted at the age of three months. At one year a doctor diagnosed her as totally deaf and advised education at the State School for the Deaf

Cause-unknown, see above

Parent figures at home-mother and father

Siblings-none

Education of parents-mother-secretarial school

father-B.S. History, Secondary teaching credential

Parent's occupations-mother-secretary

father-high school history teacher

Family auditory problems-none

Language spoken in home-English

B. Early Education

-18 months old-received hearing aids

-20 months old-San Francisco Hearing and Speech Center nursery program

-2 years old-special (early education) class at Jewish Community Center

-3 years old-Special class in Marin County program

-3½ years old-John Tracy Clinic summer program

-4 years old-special class in the county

-5 years old-three afternoons a week in regular nursery school

-6 years old-HEAR Foundation for the summer

C. Integration

-5½ years old-special class in morning, neighborhood school kindergarten in afternoon

-6 years old-special class in morning, regular first grade for the rest of the day.

-7 years old-presently enrolled in a neighborhood school second grade-

D.

AUDIOGRAM OF R.R. DATE 6-11 19 73 NO.

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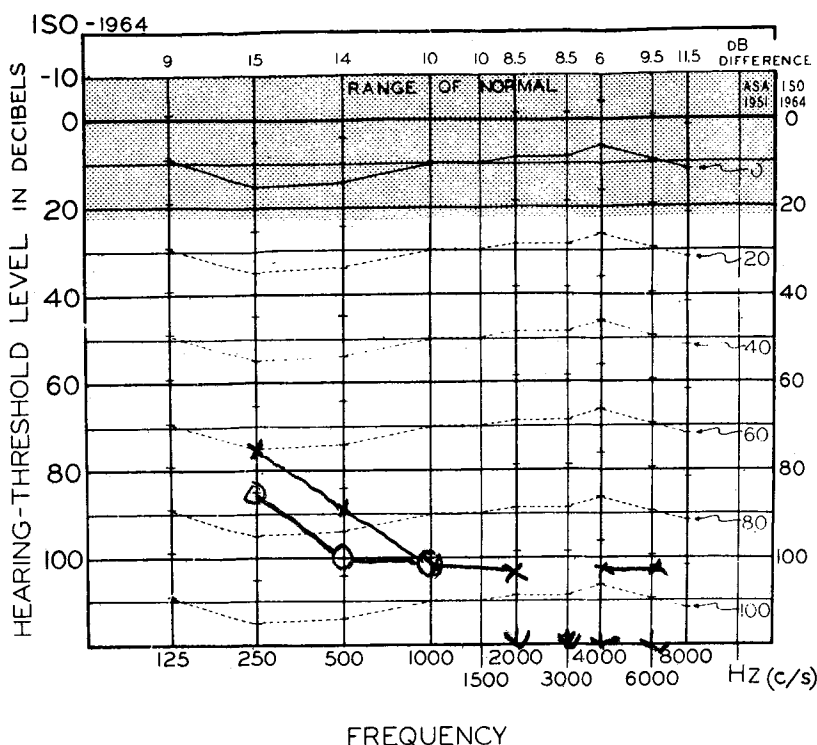
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AUDIOMETER

CALIBRATION

ISO - 1964 ☐ASA - 1951 ☐ROOM NO. TESTED BY: RESPONSE: 

Profoundly Deaf

Right ear-sloping audiogram

no responses above 1000 Hz

Left ear-sloping audiogram

B. Interview with Mother

R.R. is an only child and was adopted at the age of three months. From the beginning her parents have involved her in special situations to develop interests-swimming, acrobatics, art, dancing and music. There have always been other children welcome in the home and R.R. has many friends. She is a loving, amiable child and willing to share. She is willfull, aggressive and outgoing. She is a Brownie, went to camp and takes baton and guitar lessons. She has been going to sunday school since she was three years old.

Mother and father have worked diligently with R.R. from the beginning. They took her to the John Tracy Clinic and to the HEAR Foundation. They worked out home lesson plans and tried to follow all suggestions from the teacher.

Her neighborhood school was reluctant to accept her at the second grade level when she was seven, but she had advanced beyond the others in her contained class, so she was admitted. There was a special aide in the regular classroom. R.R. was taken out for help and enrichment although she didn't like the idea of being separated from the class. Other than that, there were no difficult adjustments. R.R. is a good reader which supplements and reinforces all her other work and interests. She likes to read and look up information. She enjoys school and is enthusiastic about her work.

F. Interview with Teacher

In the second grade R.R. was reading at the sixth grade level and she above grade level in math. She has a large vocabulary which she uses naturally and fluently. There have been no concessions made for her except that she needed to be tested individually on standardized tests that had oral instructions. In class she seems to have little trouble understanding and didn't demand extra attention from the teacher. When she missed ordinary instructions she usually got the information from her classmates. If there were any specific words that she didn't know she waited to ask the teacher what they meant. She would either have R.R. look it up in the dictionary or ask the class to give her a definition or a picture.

R.R. is a very bright child and performs well academically. Her performance was above average in language arts and average in math. At times her poor speech is a drawback. Her classmates do their best to understand her, but she won't always be in a situation where people will be that patient with her.

Chapter IV

Discussion of Readings on Integration and Summary and Successes of the Six Subjects Studied

The goal of oral programs for the deaf has been integration of children into classes or schools for hearing youngsters. Increased emphasis on this has been reported in literature and at professional meetings in recent years. For example, it was the theme of the Alexander Graham Bell Association for the Deaf Convention in Atlanta, Georgia in June, 1974; a Mainstream Education Conference held in Memphis, Tennessee in November, 1974; and has been the subject of articles written by teachers and parents that have appeared in professional journals.

Some of these writings stress both the advantages and the problems of integration. Garret, the mother of a mainstreamed child said in the September 1972 Volta Review that "This total immersion in an oral environment is absolutely essential and reinforces the idea that lip movement has meaning."¹

Frick, a hearing clinician in a public school program, cited some of her observations about integration. She noticed that the children who were mainstreamed in the St. Louis County Special School District had few problems getting along with their hearing classmates, had good study habits, wore their hearing aids and got along satisfactorily in academic subjects with their background and training in language and speech.

Some of the difficulties the children have encountered include poor visual conditions in classrooms not conducive to accurate speechreading, and noisy environments with background noise masking the speech signals. Frick suggested

1. Constance Garret and Esther Stovall, "A Parent's Views on Integration", The Volta Review Volume 74, September 1972, page 344

a transitional auditory training period from group amplification to the individual aid that they will be depending on in the regular classroom. The teacher must be aware of what the children are missing because of poor physical conditions and how those must be remedied. The teacher should get in the habit of calling the children to get their attention, then proceed with her instructions or questions when the children are looking at her. As the teacher works with the children she will discover what their abilities are.

Difficulties and adjustments are different depending upon the child and the level at which he was integrated, but the goal to develop independence is universal.

Frick feels that teachers of the hearing impaired tend to overprotect their pupils which retards their development of critical thinking skills and their desire to want to learn.

The child integrated in the primary years is ahead in reading and writing, but sometime in second grade his classmates catch up and pass him, possibly because the hearing children's vocabularies grow faster, they get more from phonics and learn a lot from outside sources. The teacher sometimes reports that the hearing impaired child has stopped listening, has become a behavior problem and isn't trying. This may be due to the fact that the material is new and no longer a review from the special class.

The child that mainstreams in the third or fourth grade has few social problems. Because he needs to use lipreading, he must learn what his hearing aids can and can't do, and how to manipulate the classroom to his best advantage. This child has had little experience in writing. He can talk in sentences, but he may not be able to write well. Because academic work may not start in the special class until he is nine or ten years old the child may not have the concepts he needs to categorize facts.

The child that enters a regular class in the eighth or ninth grade normally has adequate written language. Because

he has a great desire to be understood by his peers his speech and language may improve greatly during the first year in the class. His vocabulary is behind and he hasn't been exposed to various academic concepts. It is important to stress the value of good study habits.

Frick made observations about the social adjustments of the mainstreamed children. They have a general lack of social graces and are basically naive. They seem tactless and self-centered, because they have always been deluged with attention and concern. They are followers, have very few opinions and if they do have them, they have difficulty supporting their stands.

The decision for integration can come from various sources--teachers, administrators and parents. Sometimes there is a mutual agreement, sometimes the teacher feels the time is right though the parents are apprehensive, and other times the parents initiate the move in opposition to the educator's advice. Ross (1974) believes that the single best predictor of how well a child can integrate is to observe the way he functions in normal communicative situations, and to determine the ease and effectiveness of his interaction. The general attitudes among the parents and teachers with whom I spoke was that whatever decision was made, it was not irreversible, and if the child wasn't successful he could return to a special class, either full time or for selected subjects. Golf says that realistic criteria must be established. "Sometimes we mainstream too soon or at a level where they can't cope!"² The parameters she suggests considering are: 1) Does he have concepts, 2) Is he emotionally mature, 3) Is the integrating class small enough, 4) Is the teacher competent, 5) Does the child have an outgoing personality.

The children reported for this study represent a wide

² Helen Golf, "What do you do if the mainstreamed hearing impaired child fails?", unpublished paper presented at the Mainstream Education Conference held in Memphis, Tennessee, November 20, 1974

range of individual differences. There were five different age levels, various home environments, including two parent and one parent homes, bi-lingual homes, youngsters as an only child and those with several siblings. The ethnic and religious backgrounds were different, and one child was multiply handicapped. Despite all the variables, these children have been successfully mainstreamed.

My studies support the literature that says the move toward integration begins when the child is young as a part of a family with normal hearing members. In those formative years it is important to instill a positive concept in the child about himself. My observations indicated that that developed when parents believed in the success of their children and passed motivation on to them. That approach seemed to be a manifestation of the knowledge the parents had of children in general; their normal development, needs and interests. They made sure that the children knew there were some things expected of them which, in most cases prompted drive and incentive. Even in those early years there was constant evaluative observation of the children in order to zero in on needs before they became problems. Integration begins long before the time that the child is physically present in the regular classroom. It starts when the parents realize that their child has a hearing impairment, but can become a functioning, essential member of the hearing community. They understand that their child's sensory deficit is not necessarily a handicap and that working cooperatively with teachers, counselors, parents of other hearing impaired children and deaf adults they can facilitate mainstreaming at some level.

The value of integrating hearing impaired children into regular classes has not been validated by statistics, but can be seen in individual cases. Pupils in regular classes are exposed to the healthy competition of a large group and activities that will provide patterns for their own behavior. The need to communicate will motivate speech improvement, and a wide range of activities, resources and various student

interests will aid cognitive development if a strong foundation has been laid.

Harold A. Delp, a professor in Special Education Administration at Temple University conducted a survey investigating mainstreaming in all fifty states. The question was, "Should public schools mainstream exceptional children?" The results, reported in The School Administrator, February 1975 seemed to indicate that "Where an exceptional child can function in a regular class he should be placed there."³ There are various options for integration.

- a) Special classes with regular class time for non-academic work such as physical education, art, music, etc.
- b) Regular classes with part time resource room aid.
- c) Regular classes with itinerant teacher assistance.
- d) Special classes with part time in regular classes for selected academic work.
- e) Regular classes with consultant or helping teacher available to regular teacher and/or students.
- f) Regular classes full-time with no special help."⁴

My studies indicate that mainstreaming has been advantageous to each of the six children, and although the levels at which they entered were different, their supportive help is similar. All the above stages were available in the Marion County program and the children of this study had the opportunity to progress from contained classes for the deaf through the programs necessary for each individual to complete integration. It was imperative that the child's language level, academic achievement and social maturity were appropriate for the transition. Without that stability the child may have experienced unnecessary failure.

³ Harold A. Delp "Mainstreaming of the Exceptional: In the Future or Now?" The School Administrator, February 1975, page 19

⁴ Ibid. page 19

Appendix A
 Outline of Information Requested From
 the Parents in an Interview Situation

1. Name of Child
2. Date of birth
3. Onset of deafness (cause)
4. Siblings-position in family-any other deafness
5. Parent's backgrounds
6. What kind of pre-school training did the child have?
7. Describe the child's education prior to integration.
8. Basis of decision for integration
 achievement tests, teacher evaluations-speech, language,
 academics
9. What subjects was the child integrated in first? How well
 did he integrate socially?
10. What kind of personality does the child have? For example,
 is he aggressive? Does he ask for help?
11. Public school achievement-Have reading skills, math reasoning
 and computation improved?
12. How much help does the child receive from the hearing clinician?

Appendix B
Outline of Questions Presented to the
Teachers in an Interview Situation

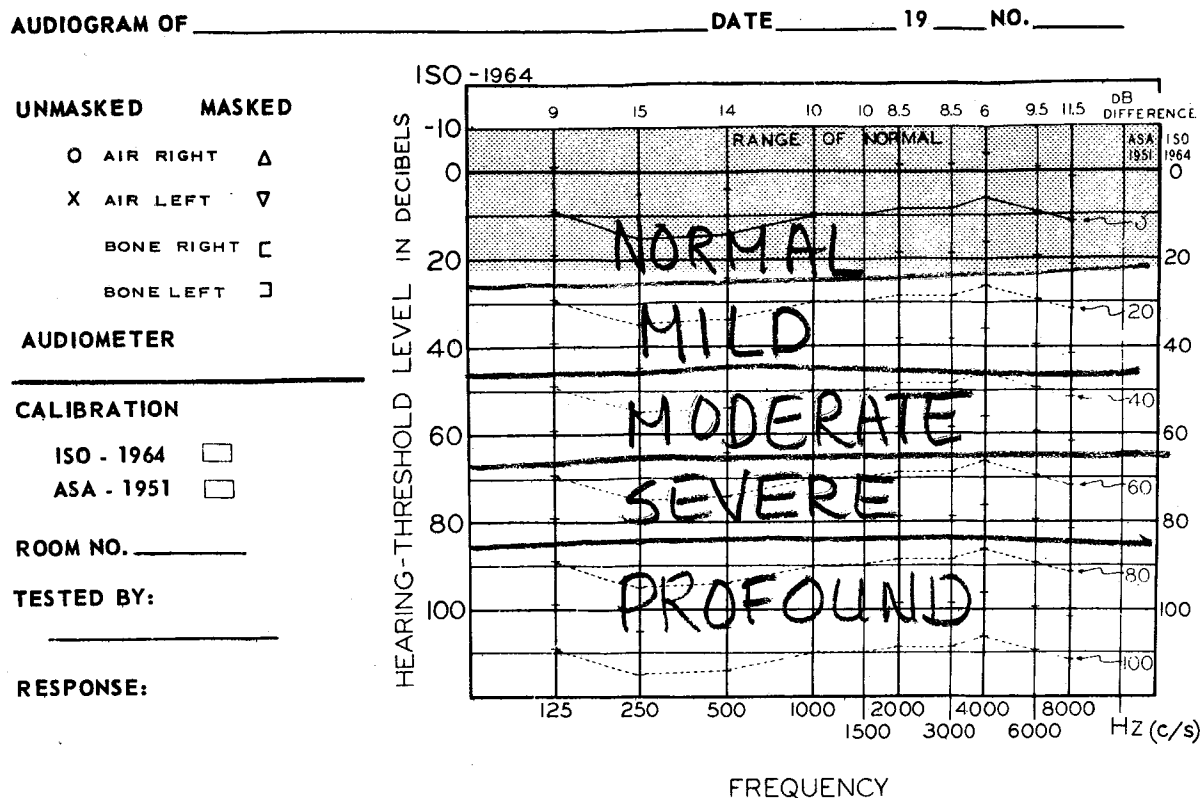
1. How much help does the child receive from others? Does the teacher have to take extra time with him? Does she have to make concessions for the deaf child?
2. Does the child ask for help? Is he called on to recite orally?
3. What is the overall level of the class, re: academics?
4. What kind of personality does the child have? For example, Is he aggressive?
5. What are the attitudes of other children in the class and in the school?

Appendix C

Questions Sent to Those Teachers Unable
to Meet During the Summer

1. Had you ever had encounters with hearing impaired individuals before _____ came into your class? In what capacity?
2. What kind of preparation did you have to do to deal with _____'s special needs?
3. Did you have to make concessions for _____? Was he aggressive? Would he tell you when he was having difficulty understanding directions and subject matter?
4. How did _____ interact with the other class members?
5. How did _____ do academically, re: the class average?

Appendix D Explanation of Audiograms



The categories were chosen based on the average hearing threshold levels for 500-1000-2000 Hz using the conventional criteria* of :

1. Severely hearing impaired children are those whose average hearing threshold levels fall between 70-90 dB.
2. Profoundly deaf children are those whose average thresholds are poorer than 90 dB.

*Hallowell Davis and S. Richard Silverman, Hearing and Deafness, Holt, Rinehart and Winston, Inc. 1970 page 255

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